The African and African American Studies program at Wright State University continues to offer a variety of courses, events, and activities that benefit faculty, staff, and students at Wright State University and/or communities off campus. As you will notice when reading the African and African American Studies newsletter, the African and African American Studies program features a vast array of educational options, including a major in African and African American Studies, a minor in African and African American Studies, and two collaborative certificate programs. There is a collaborative certificate with the College of Education and Human Services and a collaborative certificate with the Boonshoft School of Medicine. The African and African American Studies program offered courses during fall semester 2016, spring semester 2017, and summer A 2017. There are also courses scheduled for fall semester 2017. The African and African American Studies program has been pleased to offer some courses that are also crosslisted with other departments. All of the African and African American Studies courses give students opportunities to engage in activities that will increase understanding their understanding within national and/or international contexts.

In addition, as indicated in the African and African American Studies newsletter and in information promoting events, the African and African American Studies program was a sponsor or a co-sponsor of several events throughout the academic year including a presentation by Dr. Fatuma Guyo on “Conversation Policies in Northern Kenya, 1920-1963,” on November 9, 2016 with sponsorship from the African and African American Studies Program, a January 25, 2017 event featuring a showing of “I Have A Dream” co-sponsored with the Bolinga Black Cultural Resources Center, and a presentation on “Longtown: A Reason to Celebrate African American History” by Connor Keiser, a student.
“Maarifa means knowledge in Kiswahili, a lingua franca spoken throughout East Africa”

Opolot Okia, Ph.D., “Message from the Director,” Maarifa, Spring/Summer 2015 Vol 1 Issue 1

Submitting to African and African American Studies Newsletter at Wright State University

Contributions are welcomed from WSU faculty, staff, and students. We also invite submissions from guest columnists and scholars who may not be affiliated with the university. Articles may be edited for length, clarity, and style.

Now accepting articles, essays, and poetry for the 2017–2018 newsletter.

For more information, or to submit your work, please contact Dr. Jones at sharonjones@wright.edu

This issue of the African and African American Studies newsletter reveals the impact of the African and African American Studies program. As we look ahead, we plan to continue to offer educational opportunities through courses, degree programs, certificate programs, and activities. The African and African American Studies program continues to contribute to Wright State University communities in meaningful and significant ways.

Dr. Sharon Lynette Jones
Professor, Department of English Language and Literatures
Director, African and African American Studies Program

http://medicine.wright.edu and promotional information was consulted.
**Director**  
Sharon Lynette Jones, Ph.D.  
Professor of English Language & Literature

**Faculty**

Christa Preston Agiro, Ph.D. - Associate Professor and Co-Director for the Language Arts Program

Marlese Durr, Ph.D. - Professor of Sociology and Anthropology

Frank O. Eguaroje, Sr., Ph.D. - Senior Lecturer of Sociology and Anthropology

Arvind Elangovan, Ph.D. - Assistant Professor of History

December A. Green, Ph.D. - Professor and Chair of Political Science

Fatuma Boru Guyo, Ph.D. - Diversity Postdoctoral Scholar for the College of Liberal Arts

Theresa Irene Myadze, Ph.D. - Professor of Social Work

Opolot Okia, Ph.D. - Associate Professor of History

John Rogers - Adjunct Faculty

Mary L. Rucker, Ph.D. - Professor and Chair of Communication

Alpana Sharma, Ph.D. - Professor and Director of Graduate Studies in English

Tracy D. Snipe, Ph.D. - Associate Professor of Political Science

Jennifer E. Subban, Ph.D. - Associate Professor of Urban Affairs & Geography

**Affiliate Faculty**

Dorothy Alvarez, M.B.A, M.A. - Senior Instructor of Spanish in Modern Languages

Amira Ben-Amer Orr, M.A. - Instructor of Arabic in Modern Languages

Nicole Carter, Ph.D. - Director of Women’s Center

Ava Chamberlain, Ph.D. - Professor of Religion,  
Chair, Departments of Religion, Philosophy, and Classics

Judith Ezekiel, Ph.D. - Professor of Women, Gender, and Sexuality Studies

Awad Halabi, Ph.D - Associate Professor of History and Religion, and Coordinator for Middle Eastern and Islamic Studies Minor

Christopher R. Oldstone-Moore, Ph.D. - History-Senior Lecturer

Drew Swanson, Ph.D. - Associate Professor of History and Graduate Director of Public History

**Staff**

Linda Morgan - Administrative Specialist

Carl Foster - Office and Marketing Assistant

Ameer Hafeez - Office and Marketing Assistant

Shenita Chase - Office Assistant

Shyanne Rice - Office Assistant
PROGRAM UPDATES

New Internet Course Option

In an effort to expand our program to meet the needs of today’s student population the African and African American Studies program is continuing to build their internet course options.

The most recent addition, **What is the African and African American Experience? AFS 2000 - 90**, taught by Dr. Nicole Carter, is scheduled for the 2017 Fall semester. This course is “A historical and methodological analysis of both African histories and cultures and the history of the diaspora struggles of persons of African descent to create a life and distinct culture among world civilizations.” (“Detailed Class Information” from WINGS Express)

**Appalachia: Racial and Gender Socioeconomic Trends and Social Welfare Issues, AFS 3990-A01,** taught by Dr. Theresa Myadze, was offered again during the 2017 Summer semester. “This completely online course will provide an overview of selected social welfare issues concerning the diverse groups of people of Appalachia.” (Course Flyer—Dr. Theresa Myadze)

History Corner

“You might have noticed our new logo for the African and African American Studies program. The continents, plus Madagascar, have been repositioned to focus on the centrality of Africa and follow, with an artistic flare, the name of the program from left to right—from Africa to the Americas. The position of the continents is intended to emphasize the centrality of Africa as the starting point for AAFS, from which we then trace development outwards.

And in a sense, all things human originated in Africa. The logo was designed to promote a shift in how we typically view the world with the West as the center, and emphasize the theoretical origin point of the program.”

2016—Opolot Okia, Ph.D

Current design by Genevieve Overton: The original concept for the new logo for African and African American Studies was created by our former student employee, Genevieve. In its early form the geography of the world was adhered to, yet following the name of the program and historical events concerning African and African Americans it was decided that the focal point should be Africa, the beginning.
Unique Location of the African and African American Studies Program

The office of the AAFS program, 144 Millett, is located in the heart of the Multicultural Center. This interesting and engaging area is also home to the Asian and Native American Center, the Bolinga Black Cultural Resources Center, the Women’s Center, and the Women, Gender, and Sexuality Studies Program. We invite you to come visit our area, bring your lunch and meet other students, take a moment to relax between classes, study or check out the programming and resources offered by all who call the Multicultural Center home.

Asian and Native American Center

“The Asian and Native American Center was created in the fall of 1997 to serve Wright State Asian and Native American community by providing a home for all students, faculty and staff interested in the Asian and Native American cultures. It also serves as an informational resource center and plays a vital role in serving as a cultural liaison between the university and Dayton communities.”

Bolinga Black Cultural Resources Center

“The mission of Bolinga Black Cultural Resources Center is two-fold. First, we support, advocate for, and empower students of the African Diaspora in receiving excellent academic, personal, financial, and social experiences at WSU. Second, we are an important source in assisting faculty, staff and members of the surrounding community develop structures and strategies to promote and highlight African American history and culture.”
https://www.wright.edu/student-affairs/culture-and-identity-centers/bolinga-black-cultural-resources-center/about

Women’s Center

“The Women’s Center transforms our community by advocating for equity, eliminating gender-based barriers, and providing diverse educational opportunities that are intersectional and for the benefit of all.”
https://www.wright.edu/student-affairs/culture-and-identity-centers/womens-center

Women, Gender, and Sexuality Studies Program

“Women, Gender, and Sexuality Studies is an interdisciplinary program that places women and other marginalized peoples in all their diversity at the center of scholarly inquiry. A wide array of courses examine how gender and sexuality influence our personal identities, cultural and artistic expressions, social arrangements, political and economic systems, and our ways of knowing and understanding the world.”
https://liberal-arts.wright.edu/women-gender-and-sexuality-studies
The AAFS program offers a major, a minor, and two certificates. Students seeking admission to the major must have at least a 2.0 for their overall GPA. The certificate program is available to sophomore, junior, and senior undergraduate students with good academic standing.

Source

Scholarships

The African and African American Studies Scholarship
For more information about the African and African American Studies Scholarship
Contact
Dr. Sharon Lynette Jones — sharon.jones@wright.edu

Undergraduate Certificates

**FAQ:** What is the value of a undergraduate certificate?

“In today’s competitive job market, it is imperative for job seekers to have a strong understanding of their academic accomplishments, transferable skills, and strengths. Sharing these elements in a resume, cover letter, and interview allows potential employers to comprehend how an individual can contribute to their organization.

Having an undergraduate certificate is a great way to differentiate one’s self from the competition. It shows employers that you possess a specialized set of skills and knowledge that can positively contribute to their organization. An undergraduate certificate can lead to professional advancement, higher education opportunities, and career flexibility. Adding an undergraduate certificate to one’s professional toolkit is a smart way to develop professional strengths while capturing the attention of potential employers in a tough job market.”

**Alex Taylor, M.Ed. Assistant Director of Workforce Development**
**Center for Liberal Arts Student Success**

The AFSS program offers two certificates.

For inquiries on either of these certificates, contact Dr. Sharon Jones—sharon.jones@wright.edu
“Connor Keiser”
“Undergraduate Student at Wright State University”
“Longtown: A Reason to Celebrate African American History”
“March 8, 2017”

“Founded by James Clemens, a freed slave from Virginia who became a prosperous farmer. Longtown was a community far ahead of its time, a bold experiment in integration.

Now that history is in danger of being lost. Longtime Longtown residents are dying, and whites are moving in and buying property. Many historically black-owned buildings have already been torn down or remodeled.

But Clemens’s great-great-great-great-great-grandson is working to save his family’s heritage. Though his eyes are blue and his skin is pale, Connor Keiser, 22, said that his childhood is filled with memories of “cousins of all colors” playing in the pastures at the family farm.”


Dr. McGruder discussed the history of Harlem and Manhattan at large, the migration of African Americans to the area, conflicts over real estate, the desire to build a community, and the influence of the arts and culture of Harlem. In addition, Dr. McGruder shared his own experiences working for a non-profit organization in Harlem and about his time as a small business owner in the area and he talked about the changes that took place during the time he was active in this history making community. The question/answer period and the book signing after the presentation allowed the audience an opportunity to learn more about this interesting, interdisciplinary, and complex subject. By Ameer Hafeez

Information, quoted language, and images from documents announcing events appear on this page.
My name is Aliane Jamila Kubwimana and I am a Fall 2016 graduate of Wright State University. I majored in Organizational Leadership, minored in Biological Sciences and Public Health, and obtained a certificate in African American and Gender Experiences in Medicine. My passions include service, leadership, and health. My career goals include matriculating to a Graduate School Program in Public Health/Healthcare Leadership, pursuing a Doctorate Degree Program, and working alongside a health associated organization. I plan to make a significant difference in the world while utilizing my leadership skills and pursing my passions in service and health. My mission in life is to strive for earned excellence by leading through genuine service.

Wright State has given me the opportunity to pursue a well-rounded education I will not take for granted. When I decided to attend Wright State, I entered as a Pre-Medical Biological Sciences Major. As I become more involved on campus, I realized that while I loved science, I found true passion and satisfaction in leadership. My minor in Public Health fulfills the drive that I have to help those around me. During my time at Wright State, I was able to travel to Tanzania, my birth country, and participate in a medical shadowing program. My eyes were opened to the world of health care. My passion for public health grew when I was able to see first-hand the effects of HIV or unclean water. More recently I traveled to the Dominican Republic with the same program to assist with Community Health efforts with Haitian refugees. My experiences were impactful and further confirmed my passion for the field of health. Hand-in-hand with my experiences, the African American and Gender Experiences in Medicine certificate allowed me to explore who I am as a female and as also an African American with direct descent from Africa.

The certificate opened my eyes to the realities of health in our society. The courses that I took to acquire this certificate accommodated my minors and major harmoniously. The African American and Gender Experiences Certificate in Medicine provided a unique perspective to my future career field. What I was learning in my Medical Sociology or Medical Law and Ethics courses applied to my Leadership in the Environment and Epidemiology & Community Health courses. The certificate has made me a more well-rounded student by providing an interdisciplinary approach to minority and underrepresented populations in health. I highly encourage students who are interested in broadening their perspectives in health to obtain this certificate. I am thankful that I was able to customize my education at Wright State and appreciative to the Program of African and African American Studies for providing this educational opportunity in an attainable and beneficial certificate!

ALUMNI NEWS

“2016 CoLA Outstanding Alumni”

“Bakari Lumumba was born and raised in Dayton, Ohio, and graduated from Colonel White High School for the Arts in 2001. Lumumba graduated from Wright State University in 2015 with degrees in African and African American Studies (AAFS) and Sociology. In addition, Lumumba is currently pursuing master’s degrees in African Studies and Public Administration at Ohio University.”

https://liberal-arts.wright.edu/connect/2016-cola-outstanding-alumni
Could you tell us a bit about yourself?

Well, my name is Nicole Carter. I recently came to Wright State in September 2015 to start my position as the Director of the Women’s Center on campus. As part of that role, I am asked to teach courses in Women, Gender, and Sexuality Studies. These things relate to my experience in Women’s and Gender Studies, Africana Studies, and Educational Theory, which was obtained through M.A. programs and certifications in Women’s and Gender Studies and Africana Studies, and a Ph.D. in Educational Studies, each from Eastern Michigan University.

I am also a native Detroiter, which is deep part of my identity and informs my connection with the communities and people I serve. Finally, I am also extremely engaged in various forms of art ranging from theater, acrylic painting, and fiber arts.

Which classes do you teach at Wright State?

I teach a range of courses at Wright State. I teach the UVC or University College First Year Seminar on Black Women in Leadership. I teach Women, Gender, and Sexuality Studies courses such as Introduction to Women, Gender, and Sexuality Studies (including Honors sections), Research Methods for Liberal Arts, and Black Feminisms, which is cross-listed with African and African American Studies. Finally, I also teach The African and African American Experience introductory course in African and African American Studies.

What do you think the importance of these classes are and what would you like for your students to get out of them?

These courses were created originally because of the lack of information centered on the lives of those who have faced varying forms of oppression, Black Americans at the intersections of identity and the Diaspora as well as Cis and Trans women, Queer, and Gender-nonconforming individuals. Unfortunately, in 2017 the experiences and stories of the aforementioned groups still struggle to have these stories centered in courses. Instead, they are often part of supplementary texts when spoken about all. Thus, these courses provide varying perspectives and possibilities for what education can and should address. In addition, many of these courses provide students to experience professors who “look like them”. This is important as there are connections between the retention of students from marginalized backgrounds and the identity of the individuals who teach them. My goal is to provide opportunities for consciousness-raising as well as resilience and retention.

You are also the director of the Women’s Center, what does your work at the Women’s Center entail?

As the Director of the Women’s Center I am responsible for advocating for women on campus, which includes students, staff, and faculty. This advocacy manifests in different ways such as policy creation or change, educational awareness and programming, creative endeavors, teaching, committee work, and trainings. My goal is to do this in a way that recognizes intersectional oppression, privilege, and identity.
What sort of resources or opportunities does the Women’s Center provide for students?

We provide a multiplicity of resources. The staff in the Center often act as a bridge to other campus and community resources. Our Assistant Director, Cindy Vanzant, for example, is diligently works with student-parents to connect them with items like clothes, toys, books, strollers, etc. We manage three lactation rooms on campus for nursing parents. We provide trainings when there are requests. We connect students with local public health and reproductive health organizations. We also offer a great space for students to hang out, study, and develop friendships. That space is equipped with a resource library, couches, computers, coffee and tea, and a group study table.

Are there any events that the Women’s Center hosts annually that you’d like to tell students about?

Our major events include the Student Parent Fair, Love Your Body Day, RAINN Day (raises awareness about intimate partner violence on college campuses), the Vagina Monologues production, the Women’s History Month Scholar-in-Residence (put on with WGS), the Race, Class, Gender, and Sexuality Symposium (put on with WGS), Wright at the Intersections Speaker Series, and Take Our Daughters and Sons to Work Day.

Do you have any final advice for students?

When I was an undergraduate and graduate student, I had a troublesome time navigating the schools I attended. In many of my courses, I was the only Black woman. I did not find “femtors” that looked like me. Many of those courses did not show Black people, particularly women, in a positive light. Despite this, I persevered because many people within those institutions wanted me to fail, but so many before me survived. I do this for them—my ancestors. These are your ancestors too—the survivors. We must persevere together for them and for ourselves.

“The Women’s Center, in close and intentional collaboration with partners and constituents, will transform Wright State University so that women, gender queer, and gender fluid individuals experience an inclusive, safe environment in which all people are supported, challenged, encouraged, and connected.”

Center Vision

“The Women’s Center transforms our community by advocating for equity, eliminating gender-based barriers, and providing diverse educational opportunities that are intersectional and for the benefit of all.”

https://www.wright.edu/student-affairs/culture-and-identity-centers/womens-center
Faculty Reflections

During my five years as a professor at Wright State University, I have taught many courses that connect with African American culture. Two of the courses that I regularly teach, which connect with African and African American Studies, include English 205 (Introduction to Afro-American Literature) and AFS 200 (What is the African and African American Experience?).

Both courses offer students an opportunity to learn more about the contributions that individuals of the African Diaspora have made to American culture.

In English 205, I focus on the African American written and oral tradition from the 1700s to the present. In the course, several time periods are covered, including the colonial period, the antebellum period, the Reconstruction period, the Harlem Renaissance, the Protest Movement, and the Neo-realism period.

Students read poetry and prose from a variety of writers including Phillis Wheatley, Harriet Jacobs, Paul Laurence Dunbar, Langston Hughes, Zora Neale Hurston, Lorraine Hansberrry, Martin Luther King, Malcolm X, Sonia Sanchez, Nikki Giovanni, Randall Kenan, Alice Walker, and Toni Morrison.

The depth and breadth of the course provides students with important information about the social, economic, and historical aspects which shape this very important literary tradition.

By being exposed to the diversity of African American voices, students can see the different perspectives writers bring to the journey from slavery to freedom in the context of American history.

The texts continue to be very relevant to the students’ lives and experiences. I also incorporate film into the class by showing the film version of Their Eyes Were Watching God, which was based on Zora Neale Hurston’s novel Their Eyes Were Watching God.

This year, I encouraged students to watch the film version, out of class, of Lorraine Hansberry’s A Raisin in the Sun, which premiered on ABC television during winter quarter 2008.

In AFS 200, students learn about African and African American culture. The course includes a survey of North Africa and West Africa as well as an analysis of the experience of black people in the United States from the colonial period up to the present.

The class also includes guest lecturers from Wright State University who speak on their expertise. Guest lecturers this quarter included Dr. Marjorie Baker, Dr. Marlese Durr, and Dr. Paul Griffin.

Students very much enjoy the opportunity to hear informative lectures from Wright State University faculty as it relates to the African and African American experience. This quarter, I required students to engage in research projects in which they researched the lives of African and African American individuals and their contributions to history.

Both English 205 and AFS 200 represent courses which Wright State University students have the opportunity to take as a means of expanding their knowledge.

These and many other vital and important courses at Wright State University illustrate the numerous opportunities at this institution for contributing to and celebrating the diversity of this country and the world at large.

Note: The archived article contains minor alterations (unrelated to content) due to formatting for this issue.
Could you tell us a little about yourself and what you do at WSU?

I got my BA and MA in English from Wright State and then went on to the University of Kentucky for my Master’s in Library and Information Science.

I love reading, crafting, and home repair. I own my own home, so I’m always working on something there.

I’m the Humanities Librarian, so I work with several departments – African and African American Studies, Art and Art History, Classics, English, Modern Languages, Philosophy and Religion. I also work with the Writing Center. We have a partnership where we have librarians embedded in the Writing Center Monday through Thursday and Writing Center coaches (as well as Math Tutors) in the Library on Sundays. I work at the reference desk and Writing Center Research Corner, teach information literacy classes, hold one-on-one appointments with students and faculty, serve on campus committees, and generally try to help out around campus as much as I can.

What sort of responsibilities do you have as an AFS librarian?

For AFS, I can lead instruction sessions for classes or groups on research skills and information literacy, I can meet one-on-one with any student or faculty member, and I’m generally available for any questions or brainstorming that anyone would like help with.

How can students benefit from contacting you?

Students can benefit from e-mailing or meeting with me because they can learn tips and tricks and strategies that they may not have thought of, among other things. Even though students and faculty may be used to certain databases or strategies for research, there are always new and exciting things available – or old, trustworthy sources that they may not have thought of. One thing that I love doing is sitting down with someone and talking about their research. As a sounding board, I can offer advice and point out things that people may not have realized they could do with their research. I can also help with things like copyright and access.

Additionally, how can faculty benefit from contacting you?

I mentioned faculty a little bit with my students portion, but I’m happy to help lead instruction sessions, whether they’re for part of a class period, a whole class period, or even multiple classes. I’ve had one or two instructors who have me come in and then meet one-on-one with the students later in the semester. I’m happy to brainstorm how to best craft research assignments and even be available throughout the semester in person and through Pilot/e-mail.

Aside from teaching, I’m also more than happy to help with faculty research, assisting faculty with their research and access needs, helping with copyright questions, and more.

Are there any resources through the library that you think the students should know about?

There are a lot of things available in the Library. We’re always getting new resources – books, online access to things, etc. We have board games available if you need a break on the 1st floor. We have the STAC (Student Technology Assistance Center) on the 2nd floor where you can create amazing multimedia presentations. They’ve got PCs, Macs, the “Pod” (a room with a green screen wall and recording equipment), and even a 3D printer! Students can check out phone and computer chargers, headphones, cameras, and other equipment at our Circulation Desk. I mean, there are so many different types of things to see and explore in the Library.
Are there any events happening at the library soon that you would like students to know about?

In the Spring, we’ll continue offering our Research Toolkit Workshop Series on an on-demand basis. These workshops are on research skills, like how to read scholarly articles, how to integrate sources into a paper, how to evaluate sources, etc. We have Friends of the Libraries events and our Unwin(e)d book club that meets in January and March at Winan’s, up near Sam’s Club. Our calendar of events is on the Libraries’ Webpage and I highly recommend checking out all of the opportunities to come to the Library and learn something new.

How can students or faculty contact you?

E-mail is, arguably, the best way to get a hold of me (holly.jackson@wright.edu). You can also reach me at 775-3038.

New Books & Media in African and African American Studies at the WSU Dunbar Library

**Ethnic Politics and State Power in Africa**: The Logic of the Coup-Civil War Trap
Philip Roessler

*Sorcerer’s Burden*: The Ethnographic Saga of a Global Family [electronic resource]
Paul Stoller

**Democratic South Africa’s Foreign Policy**: Voting Behavior in the United Nations
Suzanne Graham

*Yes, Lord, I Know the Road*: A Documentary History of African Americans in South Carolina, 1526-2008
J. Brent Morris

*An African Volk*: the Apartheid Regime and Its Search for Survival
Jamie Miller

*My Life, My Love, My Legacy*
Coretta Scott King
Tell us about yourself:

I am currently the Associate Director of the Boling Black Cultural Resources Center at Wright State University in Dayton. Prior to coming to WSU I served as the Director of the Multicultural Center at St. Anselm College in Manchester, NH for 8 years.

I never really envisioned working in the education field, but now that I’m here it makes perfect sense. I was conditioned to value education, a large part of my identity was shaped during my undergraduate career and frankly I did have the time of my life in college. I made lifelong friends and have many great memories.

I have been working in higher education for most of my professional career – 17 years. During that time I’ve worked in a number of different functional areas – financial aid, New Student Orientation/Family Weekend, sexual assault education and student union administration. And as I stated previously I’ve been in multicultural affairs for the past 8 years. My love for social issues was sparked during my undergrad career and it never went away. Even though many of my job responsibilities were not directly related to diversity issues I always found a way to get involved with them. I voluntarily attended diversity trainings and other programs, interned in the Diverse Student Populations Office during graduate school, got involved with committees like the Bias Incident Response Team, started a professional organization for Black faculty and staff – I found a way. And finally after almost a decade a lightbulb went off in my head and I realized that working with diversity issues is what I wanted to do full time, not on the side. And the rest is history.

What do you do in the Bolinga Center?

This is my job description:

“To support the work and mission of the Bolinga Black Cultural Resources Center, The Associate Director provides academic support, management of fiscal resources associated with that support and facilitates direct service and programs as the relate to academic success of African and African American students. “ Some specific responsibilities from my job description include:

"Facilitate programs directly related to retention of African and African American students. Prepare and present academic assessment reports as necessary or as directed by the Director of Bolinga.

Manage the Ujima Mentoring Program

Coordinate assessment measures

Facilitate the academic support of all African and African American students. Support may include academic advising, tutoring, individual counseling, referral to campus and community resources and other preventative/intervention as needed.

Budget management

Facilitate the selection of Bolinga Scholarship recipients annually according to the specific criteria of each scholarship agreement. Monitor scholarship accounts to determine accurate distribution of funds.

Manage/lead the African American Advisory Council

Coordinate Bolinga Center Newsletter

Manage social media”

In my own words that means that I manage the Ujima Mentoring Program, I coordinate programming, for example, Stay Woke and discussions for MLK Day. I also coordinate retention initiatives like Paper Jam Writing Assistance Workshop which was a collaboration between the Writing Center and Bolinga. I engage in Communication and outreach through social media and the newsletter and work with student groups. Overall I support students, facilitate their retention and promote Black culture.
Can you tell us a bit about the Bolinga Center?
The Bolinga center is one of the oldest cultural centers in the country and is dedicated to Martin Luther King’s memory. The center promotes the access and success of black students at Wright State University. For example, our programs allow our community to learn and dialogue about important issues, and help our students develop leadership skills. We also offer many services like a lending library, tutoring, computer lab, and academic advising. We also offer scholarships and network with community organizations.

What is the Ujima Program? When was it formed?
Ujima is a faculty/staff mentoring program for first year students. The students make a one year commitment to participate, are assigned a mentor, and are given a work study job.

In the description of the Ujima Mentoring Community there is mention of collective work and responsibility how is this principle integrated into the program?
Retention is everyone’s responsibility on a college campus. For Oujima, people from all across the college are integrated into different aspects of the program. Faculty and staff serve as mentors and, along with different student organizations, participate in community meetings. Often, students feel alone – I encourage them to think of themselves as a community where you look out for others and not just yourself.

What sort of criteria do students need to meet in order to become a mentee?
First year Black students

What sort of qualifications does one need in order to become a mentor?
Knowledge of resources at wright state, time, and a desire to help a student.

What are the educational workshops and study tables that the Ujima Mentoring Community provides like? Does Ujima also host social events? What sort of social events can mentees and mentors be a part of through Ujima?
In addition to meeting with their mentor regularly the participants are required to attend weekly study tables and bi-monthly community meetings that have speakers addressing various topics that will facilitate their success. Some of the speakers have included:

Dr. Forest Wortham (College of Liberal Arts) who spoke to them about making the transition from high school to college. Their second speaker was (Residence Life and Housing), who provided them with information about his department and the RA application process. Their third speaker was Rebecca Clarke (Counseling and Wellness) who spoke to them about stress management and self-care. Char Thornton (Career Center) assisted the students in setting up a Career Center Login and highlighted this department’s services. And Stephanie Brooks (Academic Success Center) offered tips for how to prepare for final exams.

Ujima students are also encouraged to get engaged with the Wright State community. Examples of this engagement includes: four students volunteered to help set up for the Tunnel of Oppression, thirteen students attended the ASPIRE Networking event and seven students attended the viewing of The Birth of a Nation. They also attended a session with the WSU Upward Bound Program where they learned about intellectual property and helped the students make holiday greeting cards for people at a homeless shelter.

On November 21, “Game Night” was held. Participants in the program attended the WSU versus Ohio Dominican University men’s basketball game at the Nutter Center. They were able to watch the game from the Alumni Association’s Box.

What would you like mentees to get out of the program?
Overall UMP will provide support and stability during the transition to college environment, offer steady employment, facilitate ways to get involved in campus activities and offer an opportunity to connect with a faculty or staff member.

The students who are mentored are actually employed by the program, working up to 10 hours a week. They serve as administrative assistants, do research for the mentors, attend conferences and perform other duties.
What would you like mentors to gain from being a part of Ujima?

To make a difference in the life of a student and play a role in student success. Mentors and program officials also help students with personal, non-academic issues. For example, one student who often had to leave campus for family obligations was taught time-management skills.

Is there anything else you would like to mention to students or faculty about the Bolinga Center or the Ujima Mentoring Community?

We are open to collaborating with many different areas on campus—we are here for the entire campus community.

Scholarships Through Bolinga

George W. Lucas Memorial Minority Graduate Scholarship Fund

“Provides scholarship funds for continuing minority students with a cumulative GPA of 2.5 or above.”

Kim and Shelley Goldenberg Scholarship for Bolinga Students

“Provides financial support to students who have shown leadership qualities at Wright State University.”

Giorgio McBeath Memorial Scholarship

“Provides financial assistance to African American students enrolled in the College of Engineering and Computer Science.”

The Virginia Hamilton and Arnold Adoff Research Library Scholarship

“Awards one or more scholarships annually to student(s) who will work in the Research Library.”

Bolinga Scholarship

“Provides scholarships for continuing students.”

Damon Bell Memorial Leadership Scholarship

“Established by Black Men on the Move, this scholarship is awarded to continuing African American students with a minimum cumulative GPA of 2.7 or above. Recipients will have documented financial need, have shown leadership ability, and be active in campus activities and community affairs.”

Above information available at:

https://www.wright.edu/student-affairs/culture-and-identity-centers/bolinga-black-cultural-resources-center/scholarships

Bolinga Black Cultural Resources Center

Phone:(937) 775-5645

Email: bolinga-center@wright.edu
I am graduating this spring 2017 semester and I am in job search mode. I took my resume and cover letter to the advisors at CLASS to get some assistance. I met with Alex Taylor. She is the assistant director of CLASS workforce development. Her education includes a BS in Public Health and an M.Ed. in College Student Personnel Administration. I was ecstatic to know that she had a Master’s degree in an area that I would like to gain employment within, upon graduation. The topics we discussed included: resume and cover letter writing, potential interview questions, email etiquette and other factors that I should consider as it relates to the job search. The advice I received from Ms. Taylor was very useful! My primary goal of the meeting was to gain a better insight in regards to preparing for future employment. However, current students and alumni should take advantage of all the resources that CLASS has to offer, in general.

CLASS Workforce Development offers individualized career counseling, internship and employment workshops, events and more for WSU College of Liberal Arts (COLA) students of any age or experience. The advisors can help the students in a plethora of areas. For instance, resume and cover letter writing, interview preparation, graduate school letter of intent and assistance with identifying and obtaining internships. CLASS has held the following workshops: Internship Search, Job Search,Feasting with Faculty, Money Matters, Sweet Resumes, Law School Admissions Workshop, Study Abroad Fair, Scholarship help session, LinkedIn to Social media, FAFSA Help, Preparing for the interview, Career Advice, Networking 101, Taxes 101 and much more. In addition to offering professional and career related workshops, CLASS also offers de-stressing activities throughout the semester and finals week. Be on the lookout for workshops by CLASS.

There is another staff member that works in CLASS and his name is Wayne Stark. Mr. Stark is the director of CLASS workforce development. Ms. Taylor and Mr. Stark both work with WSU students and alumni at all levels. However, Mr. Stark works primarily with junior students, senior students and WSU alums. Conversely, Ms. Taylor primarily works with freshmen, sophomore, and graduate students. Their offices are located in 138 and 139 Millett Hall.

By Carl Foster

AFS Employee and Student Affairs Graduate Student

Students, alumni and others can follow CLASS at the following social media accounts:

https://twitter.com/wsuclass
https://www.facebook.com/WSUCLASS
https://www.instagram.com/wsuclass/
I am a part of the Ujima program, first-year mentoring project run by the Bolinga Center. It gives students the opportunity to work with different Wright State faculty members and stay connected to campus.

I didn’t meet my mentor Linda Morgan until a few weeks later. Students who were a part of the Ujima program were invited to attend the mentor matching event. All the mentors had a chance to tell the group a little bit about themselves before the students moved around the room to each table. It was almost like speed dating except more nerve wrecking and less romantic. Linda was the last mentor I spoke with before the event ended. She told me about her pursuing her Master’s degree, her passion for learning shone through. I told her about my nursing major and my hopes of becoming a nurse midwife and starting a home for teen girls who were exploited. Linda works with African and African American Studies and Women, Gender, and Sexuality Studies located in the Women’s Center, I thought it would be a great place to work given my future goals. We continued to talk briefly before time was up. After the event, I saw her again and she wished me good luck in my endeavors. A week or two later, I found out that I was matched with the AFFS and WGSS programs.

I help by working on flyers, creating posters, reporting on events on campus, and some office work. One of the first tasks I was assigned, was to simply put labels on some folders. Linda warned me at least three times to be careful not to paste the label on the backside of the folders because another worker had done it and it was messy to remove. I thought to myself, “seems easy enough, I doubt I’ll make a mess.” After trying my hardest to not make a mistake, I was surprised to find out that I pasted a label on the backside of the folder! I was shocked. The first thing that came to my mind was the many warnings Linda gave me and I felt terrible. I notified her about the mistake and instead of rightfully getting annoyed, she laughed and told me that she would just use the imperfect folder for other projects. The Women’s Center, where the AFS and WGS programs are located, became a place for me where I felt accepted and was able to work with a previous Ujima student, Lauren Polk.

The Women’s Center is a laidback environment where people drift in and out opening new and interesting conversations. The students who work and stay here are passionate about the issues of today and are always welcoming to people entering the conversation at any time. I am thankful for being able to say that I am a part of space where anyone is accepted and not judged.

Working with Ujima last year was an amazing experience for me. I got to work with AFS the first semester and WGS the second semester through the Ujima program. Working in both centers gave me an experience that changed my life. They offered me so many resources and were a major help in my academic success. After working with Ujima for one year I then took a job opportunity at the writing center on campus. After working one semester there I was offered the opportunity to work at WGS again, I knew this was something I could not pass up. Working here now I do a lot of different things, like making posters for events, working hands on with setting up events, and helping other programs such as editing the AFS newsletter. Working with Ujima and coming back to WGS were the two best decision that I could have made.
Carl Foster has worked for the African and African American Studies program throughout his undergraduate and graduate career at WSU (2014–2017). He has previously worked for the Bolinga Black Cultural Resource Center.

Carl is currently working on his MA in Student Affairs in Higher Education, and plans to graduate in spring 2017. His career aspirations and research areas include working with marginalized populations, particularly foster care alum.

“I grew up in the inner cities of Michigan and California. Unfortunately, professionals and educated individuals were not a part of my upbringing and college was not something I grew up hearing much about nor did I get encouragement to pursue anything after high school. My neighborhoods were mostly low-income environments and the people were focused on surviving or getting by day-by-day. However, through the relationships I have built over the years, I have realized that education is something that should be valued regardless of where a person is born or the family they were born into. I do not like the phrase, “school isn’t for everybody.” We all know that we have to work to support ourselves and our family. Traditional school may not be something that everyone will gravitate towards, but having knowledge or making oneself educated about something will increase their trajectory in life in regards to gaining employment. The reason I mention this includes the need to have mentors, peers, professionals and others who will encourage a person to believe in something to work towards. The staff and faculty at Wright State University has helped me to realize my potential and dream big. I suggest that students get involved, but not too much! For instance, join one or two student groups, but don’t overextend yourself. Also, try to study two hours for every hour you spend in the classroom. Professors say this all the time, but if a student does this, their chances of doing well academically will increase. Also, if you are going through something, tell someone. Do not isolate yourself because situations have a possibility of getting worse and not better without intervention.

My experience at Wright State includes working for the Office of Annual Giving as a phonathon caller and a student development officer. If a student is interested in fundraising, they may want to work for the for this department. Additionally, I worked for the multicultural center as an office assistant for the Bolinga Black Cultural Resource Center and the African and African-American Studies Program. Finally, I worked for Residence Life and Housing as a Resident Assistant on campus and I also had a similar job as a Resident Tutor Assistant for the pre-college program Upward Bound. All of these experiences have helped me hone my professional skills and meet people that have been mentors and friends.

Being a first generation and foster care alum has had its challenges in regards to persisting through life and college. However, there has been beneficial departments, programs, faculty and staff that have made the process easier. Here are some programs that have helped me either directly or indirectly, the Bolinga Black Cultural Resource Center, the African and African-American Studies Program, The Independent Scholar Network, Army ROTC, and the NAACP WSU chapter as well as various staff and faculty members.

Some of the experience at WSU has benefited me a great deal. Some of those experiences include participating in the Civil Rights Pilgrimage in 2015, attending and presenting at a Residence Life conference at Penn State University with WSU’s Residence Life staff, attending the tunnel of oppression safe space training on campus, attending a conference in Milwaukee, WI with the NAACP, meeting Dr. Michael Eric Dyson, Antwon Fisher and other professionals that have made an impact on me through their oratory. I would not have known about these opportunities if I did not put myself out there. My overall advice includes: study, join at least one student organization or two, work on campus, volunteer, go to at least one campus event a week. Here are the links to student employment and student clubs/organizations.

Career Center: https://www.wright.edu/career-center

Student Affairs: https://www.wright.edu/student-affairs/student-life/student-activities/list-of-student-organizations
WHO WE ARE

African and African American Studies (AAFS) is an innovative multidisciplinary program in the College of Liberal Arts at Wright State University, which offers both a major and minor, as well as related certificates in education and medicine.

WHAT WE DO

AAFS provides a rigorous, well-rounded education that focuses on the contributions of Africa to world civilizations and the global experiences of people of African descent. Students in this program will take a wide variety of disciplines that fall generally under humanities, social sciences, and the fine arts.

WHY STUDY AFS?

“If we’re going to talk about diversity, we can’t just study European culture. We need to know about the histories of all kinds of cultures. We want to offer as broad of an education as possible, to open student’s minds through the dynamism of the world.”

Dr. Paul Griffin-Professor Emeritus
Director of AAFS 1998-2010

Dayton Daily News, “WSU Students to be 1st to Get Black Studies Degree,” February 11, 2002  By Mark Fisher

Sources: “AFS flyers/marketing materials”
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Presented by Dr. Fatuma Guyo
Diversity Postdoctoral Scholar for the College of Liberal Arts

“Dr. Fatuma Guyo, Diversity Postdoctoral Scholar for the College of Liberal Arts, used the example of the Borana pastoralists in colonial Northern Kenya to examine the impact of colonial conservation policies and the Borana responses to those policies.”

“Wednesday, November 9, 2016”

“Presentation by Quilt Artist Gail Cyan-Designer of the John Crawford Quilt”

Wright State University’s “African and African American Studies Program” joins “the Bolinga Black Cultural Resources Center” as well as “the Women, Gender, and Sexuality Studies Program in celebrating the legacy of Dr. King.”

“Friday, January 20, 2017”

By Linda Morgan
Promotional Material

“Longtown: A Reason to Celebrate African American History”

Connor Keiser’s presentation explored the interesting and progressive history of integration in Longtown, Ohio.

Wednesday, March 8, 2017

By Ameer Hafeez
Promotional Material
“Food for Thought”

Sponsored by the Bolinga Center, African and African American Studies, and various university partners

The AFS had the privilege of helping to sponsor this student activity during the Fall 2016 semester finals week.

December 2016

By Linda Morgan

Discussion:
Is King’s Dream Still Alive Today?
This event will include a screening of Dr. Martin Luther King’s speech, “I Have a Dream.”

Wednesday
January 25, 2017
11:15 am — 12:10 pm
Student Union
Discovery Room

Facilitator:
Dr. Sharon Lynette Jones
Director of African and African American Studies Program

Program Limited to WSU Faculty, Staff, and Students
Sponsored by
Bolinga Black Cultural Resources Center and African and African-American Studies

New Student Outreach Opportunities
AAFS participated in several new student outreach opportunities during the Fall 2016 semester and the Spring 2017 semester including Raider Open Houses, the President’s Day event, February 20, 2017, and the Rotary’s Club program held at Wright State University on April 2, 2017.

By Linda Morgan
“CONFRONTING REALITY TELEVISION PROGRAMS: ANALYZING BLACK WOMEN’S DEPICTIONS WITHIN HISTORICAL AND CONTEMPORARY CONTEXTS”

Speaker - Dr. Sharon Lynette Jones, Professor of English & Director of AAFS

Wright at the Intersections “is designed to bring students, staff, and faculty together to listen [and] to explore the intersections of identity, privilege, and oppression in research.” Nicole Carter, Women’s Center Director
June 2016

This initiative for Fall 2016—Spring 2017 was sponsored by the Women’s Center in partnership with African and African American Studies Program and the Women, Gender, and Sexuality Studies Program. By Linda Morgan

“WOMEN OF COLOR FACULTY NAVIGATING ACADEMIA: A WO/MXN’S HERSTORY MONTH PANEL & DISCUSSION”

“This panel discussion will benefit those interested in supporting and advocating for women of color as well as those who are interested in becoming faculty members in the future.” Nicole Carter, Women’s Center Director, E-Mail Flyer, March 21, 2017

One of the participating panelist was the AAFS Director, Dr. Sharon Lynette Jones.

“March 21, 2017 12:30-1:50PM Millett Hall”

Promotional material

“Harlem: Symbol of Black America”

Presented by “Dr. Kevin McGruder”

“Wednesday, March 22, 2017”

Promotional material

http://www.antiochcollege.edu/academics/faculty/kevin-mcgruder-0

Note: There is quoted language, information, visual imagery, and/or photography within this publication that also appears in promotional documents.
Sadly, we will be saying goodbye to Dr. Fatuma Guyo, who has enhanced our lives through her work, knowledge, and friendship.

Dr. Guyo taught four AFS courses and gave numerous presentations during her two years as a Post Doctoral Scholar. Her courses included African Women’s History, Ethnic Conflict, Gender, and the State in Sub-Saharan Africa, History of Africa, and Ethnicity, Conflict and State in Africa. These classes were interdisciplinary and cross listed with other departments including History, Women, Gender, and Sexuality Studies, and Political Sciences.

Dr. Guyo’s presentations explored Kenyan politics and society. Specifically, these talks focused on the pastoral culture in Kenya and the aftermath of colonialism.

In addition, she was involved in other presentations, events, or conferences that allowed other university areas to enjoy the opportunity to explore topics from an international perspective such as the Wright at the Intersection sponsored by the Women’s Center panel discussion, A Conversation on Female Genital Cutting.

Dr. Guyo also took the initiative to work with our program in helping to create our first, of what we hope to be many, campus wide AFS student presentations.

It is with great appreciation for Dr. Guyo’s academic contribution to our program, which benefited, challenged, and encouraged our AFS students by broadening their understanding of global issues, that we wish to express our gratitude.

It is with great appreciation we would like to thank her for the many opportunities to enjoy her friendship, conversation, and kindness in working with our faculty and staff.

It is with regret that we must say goodbye, but send with Dr. Guyo our best wishes for a wonderful future.

By Linda Morgan
AAFS Administrative Specialist
THOUGHTS FROM AAFS STUDENTS

“I am African American and I wanted to gain more information about my heritage and culture that I didn’t learn about in grade school.”

“It is important for everyone to know and understand the struggles of equality.”

I think the African and African American Studies Program is important because ...

“We need to know our history (the whole history). It is not just Black history, its American history. Black history is a part of American history.”

“It gives a better understanding of what happened in the past to insure that the present and future isn’t a repeat of the past.”

STUDENT EMPLOYEE PROFILES

Aishwarya Sridhar Rao
Graduate Student
College of Engineering & Computer Science

Aishwarya Sridhar Rao held the position of Office Assistant in Spring Semester (2017). Aishwarya Sridhar Rao’s responsibilities included duties for the Women, Gender, and Sexuality Studies program and the African and African American Studies program at Wright State University. Aishwarya Sridhar Rao provided important contributions to the programs.

Ameer Hafeez has worked for African and African American Studies and Women, Gender, and Sexuality Studies programs as an office assistant during his time as an undergraduate. Through his work as an AAFS office assistant, Ameer created flyers for the program and was involved in the creation of the newsletter. For his undergraduate degree, Ameer is majoring in film studies and minoring in photography and French.

My name is Shyanne Rice, I am from Cincinnati, Oh and I attended and graduated from Clark Montessori High School. I am a freshman here at Wright State University and my major is Early Childhood Education. In the future, I want to teach a kindergarten class, and then eventually own a chain of daycare centers. What I hope to gain through this program is better communication skills, and learning more about the two programs, African & African American Studies and Women, Gender, and Sexuality Studies.